

What does Music look like in EYFS?

- Music is part of the Expressive Art and Design area of learning in EYFS.
- The Early Learning Goal for the Music element of Expressive Art and Design at the end of Reception is:
 - ✓ Sing a range of well-known nursery rhymes and songs.
 - ✓ Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
- We no longer have a set music lesson in Reception, instead the key skills for music are embedded in the curriculum as a whole.
- There is a timetabled slot each day for Nursery rhymes and songs, during this time instruments are available for children to use to accompany their singing. Children are also encouraged to perform in smaller groups or individually, developing their confidence and self-esteem.
- There is also often age-appropriate music playing in the classrooms during child led learning times, allowing children who choose to engage, to move and play instruments in time with the music.
- In the outdoor area, there is a music area next to the puppet theatre. In this area, children can play a series of percussion instruments and also explore the sounds of various kitchen items used as percussion instruments.

- Throughout our termly topics, music objectives are planned for. These are modelled by staff within the classroom with key skills taught explicitly for example, during our ‘Animal Explorers’ topic, children have learned about African animals and through this had the opportunity to make shakers and use them to accompany and dance to African music, whilst reading ‘We’re Going on a Bear Hunt’, children used a variety of percussion instruments to accompany the story, thinking about the sounds they make and the different ways that they can be played.

This is our Skills and Knowledge grid for areas of learning related to Music:

EXPRESSIVE ART AND DESIGN				
I can sing a range of nursery rhymes and well known songs.	I can join in with some well-known nursery rhymes, recalling words and/or actions.	I can listen attentively, move to and talk about music, expressing my feelings and responses. I can sing in a group or on my own, increasingly matching the pitch and following the melody. I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	I can create my own songs or improvise a song around one I already know. I can remember and sing entire songs.	Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
I can explore music	I can listen with increased attention to sounds. I like to explore musical instruments and the different sounds they make.	I can explore and engage in music making and dance, performing solo or in groups. I can explore the sounds that instruments make and how we play	I can explore and engage in music making and dance, performing solo or in groups.	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

		them to make different sounds. (tapping, shaking, scraping...)	I can play instruments with increasing control to express my feelings and ideas. (rainmaker for rain, drum for thunder...)	
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